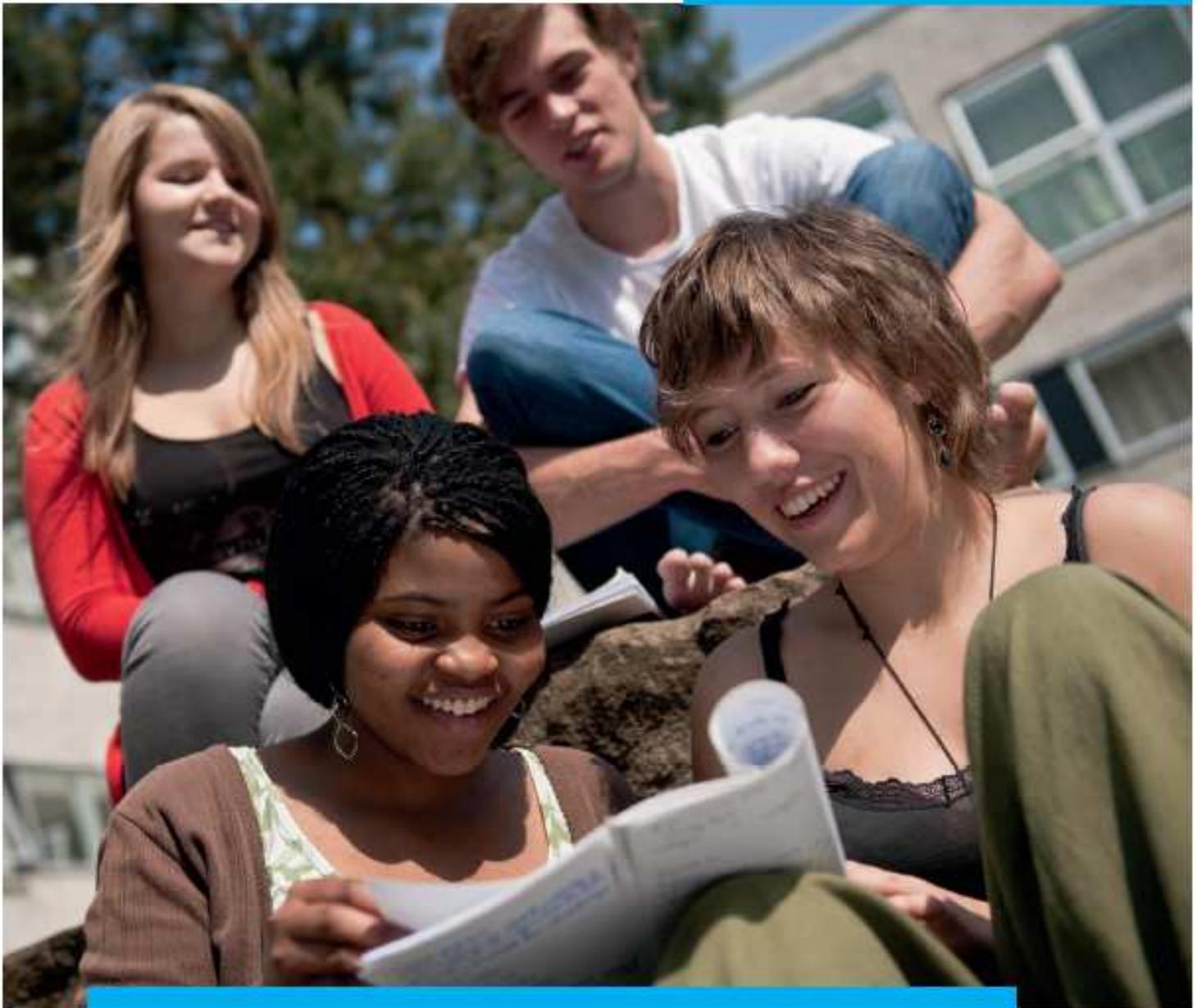




JACOBS
UNIVERSITY



Integrated Social Sciences

Bachelor's Degree Program (BA)

Disclaimer

As of September 1, 2014 the School of Engineering and Science and the School of Humanities and Social Sciences have been replaced by the Focus Areas Health, Mobility and Diversity. Handbooks and policies might still refer to the old structure of Schools.

If this is the case, references to the School of Engineering and Science include courses offered within the following disciplines:

- Electrical Engineering and Computer Science
- Life Sciences
- Logistics
- Mathematical Sciences
- Natural and Environmental Sciences

References to the School of Humanities and Social Sciences include courses offered within the following disciplines:

- Economics and Management
- History
- Humanities
- Law
- Psychology
- Social Sciences
- Statistics and Methods

Document Status Sheet

Revision	Date	Reason for Revision
01	05.12.2003	Course numbers have been changed
02	05.12.2003	Change in regulations regarding transdisciplinary courses
03	05.04.2004	Alteration in course scheduling
04	20.04.2004	Accreditation of the BA program
05	13.10.2004	Timetable change of the courses 930 101 Social Structure and Social Processes and 920 102 Mass Beliefs and Democracy
06	22.10.2004	URLs updated
07	22.10.2004	Description of course Culture and History – Seminar
08	03.03.2005	Regular update following extended accreditation
09	15.07.2005	Conversion to ECTS credit points
10	02.09.2005	Timetable correction course 930 301 Production and Visualization of Research Findings
11	30.07.2007	Change of university name and update faculty
12	16.08.2007	Replacement of Course 'Scientific Work and Learning Skills' by 'Academic and Professional Skills'
13	21.08.2008	Revision of Handbook Curriculum Reform 2008
14	13.07.2009/ 09.09.2009	Update faculty
15	23.01.2010	Update faculty for reaccreditation (didactic skills were included)
16	23.05.2011	Update Methods Courses
17	11.06.2014	International Institutions from Seminar to Lecture
18	28.07.2014	Cover updated, disclaimer included.

**Accreditation of the BA program in
Integrated Social Sciences**

Jacobs University has been re-accredited by the German Council of Science and Humanities (Wissenschaftsrat) in 2008 for the duration of 10 years.

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This table is subject to change. Students are required to check the online course catalogue.

Integrated Social Sciences						
	type	course number	term	year	semester	credits
CORE COMPONENT I: Social Sciences						75.0
<i>I. Module: Analyzing Social and Economic Systems</i>						
Social Structure and Social Processes	Lecture	930 101	Spring	1	II	5.0
Introduction to Economics	Lecture	930 201	Fall	2	III	5.0
Firms and Markets	Lecture	930 312	Spring	2	IV	5.0
Social Inequality	Seminar	930 302	Spring	3	VI	5.0
<i>II. Module: Internationalization of Governance</i>						
Comparing Political Systems	Lecture	910 101	Fall	1	I	5.0
International Institutions	Lecture	910 102	Fall	1	I	5.0
Democratic Governance	Seminar	910 202	Spring	3	VI	5.0
International Economics	Lecture	910 301	Fall	3	V	5.0
<i>III. Module: Information and Knowledge Society</i>						
Mass Media and Network Communication	Lecture	940 101	Spring	1	II	5.0
Comparing Mass Communication Systems	Seminar	940 201	Spring	2	IV	5.0
Information and Knowledge Society	Seminar	940 301	Fall	3	V	5.0
<i>IV. Module: Civic Culture and Civil Society</i>						
Mass Beliefs and Democracy	Lecture	920 102	Fall	1	I	5.0
Civic Networks and Social Capital	Seminar	930 102	Spring	1	II	5.0
Culture and Society	Seminar	920 201	Fall	2	III	5.0
Social Movements and Political Participation	Seminar	920 112	Spring	2	IV	5.0
CORE COMPONENT II: Methods and Statistics						35.0
<i>Module I: Practical Scholarly Skills</i>						
Academic and Professional Skills	Modules	990 100	Fall	1	I	2.5
Bachelor Thesis Seminar	Seminar	990 301	Spring	3	VI	7.5
<i>Module II: Research Methods and Techniques</i>						
Introduction to Empirical Research and Research Design	Lecture	990 111	Fall	1	I	5.0
Statistical Methods I: Exploring Relationships and Comparing Groups	Lecture/Lab	990 102	Spring	1	II	5.0
Statistical Methods II: Classification, Modeling, and Prediction	Lecture/Lab	990 201	Fall	2	III	5.0
<i>Module III: Research Concepts and Methodologies</i>						
The Logic of Comparative Research	Seminar	990 211	Fall	2	III	5.0
Qualitative Research Methods and Methodology	Seminar	990 202	Spring	2	IV	5.0
CORE COMPONENT III: SHSS Electives						40.0
Electives from the SHSS (6-8 courses) / Language Courses (up to 4 courses á 2.5 credit points)						
CORE COMPONENT IV: Transdisciplinary Courses						30.0
6 transdisciplinary courses (Engineering and Science Courses or University Studies Courses)						
Internship			Summer	2	IV	0.0
Total Credits for the BA in Integrated Social Sciences						180

Jacobs University Bremen reserves the right to substitute courses by replacements and/or reduce the number of mandatory/mandatory elective courses offered.

I. Concept

This section briefly introduces the philosophy and structure of the ISS-curriculum.

1. Philosophy

The concept of the Integrated Social Sciences (ISS) curriculum is based on three fundamental insights. First, increased knowledge and institutional differentiation have fragmented the social sciences in ways that make it ever more difficult to overcome disciplinary boundaries. Divisions among the disciplines are emphasized and it has become easy to lose sight of the large body of shared empirical concerns, theoretical traditions, and methodological approaches. It is the main purpose of the ISS-curriculum to refocus attention on these commonalities. Our aim is not to achieve an illusory “unity of the social sciences” (*Einheit der Sozialwissenschaften*), but rather to give students a theoretical and methodological basis for integrating insights from various social science disciplines in addressing a concrete problem.

Second, the demand for a transdisciplinary integration of knowledge is steadily increasing. The challenges with which contemporary societies are confronted have reached a degree of complexity that makes isolated disciplinary approaches insufficient. Problems, such as ethnic conflict, welfare reform, or sustainable development cut across disciplinary boundaries. They can not be adequately understood, let alone solved, without drawing on the intellectual resources of various disciplines.

Third, problem-solving in contemporary societies requires cooperation across national, cultural, and linguistic barriers. The ISS-curriculum intends not only to prepare students intellectually for the challenges of transdisciplinarity but also socially and culturally for the challenges of transnationality. Jacobs University is committed to ensuring a high degree of diversity of its student body. Currently, students from more than 90 countries are enrolled in the ISS-program. This ensures that not only the insights of different disciplines meet in the class room, but also the experiences and concerns of different regions, cultures and traditions. The language of instruction is English.

2. Structure

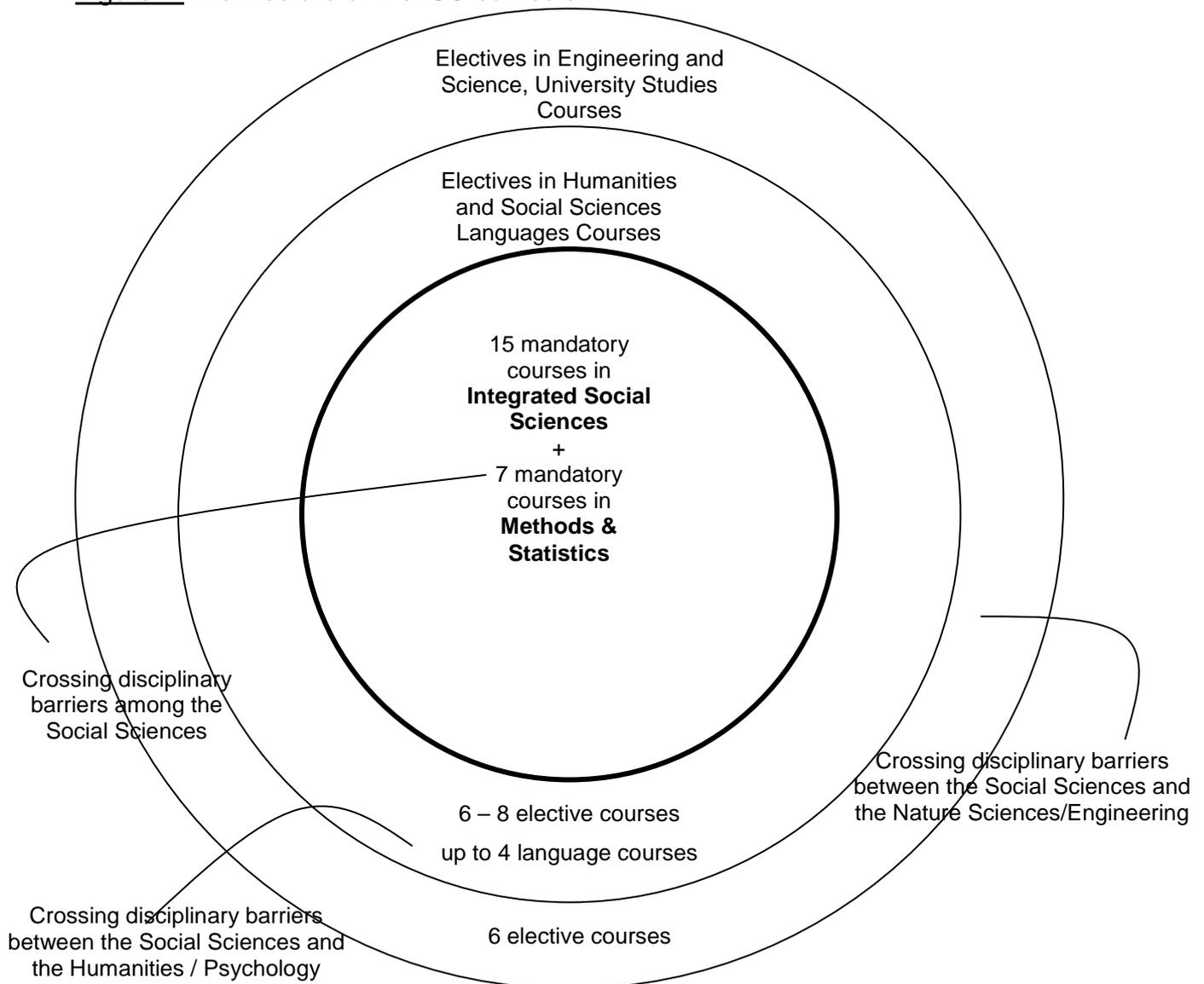
The ISS-curriculum is a three year program leading to a Bachelor of Arts in Integrated Social Science. The course work is organized into four components:

- **Core Component I (Social Sciences):** 15 mandatory courses introduce students to basic issues and theories in sociology, political science, mass communication, and economics. The four disciplines are organized into transdisciplinary modules that focus on specific, cross-cutting problems.
- **Core Component II (Methods and Statistics):** The four social science disciplines share not only theories and research problems, they also share common methodological approaches and research methods. The 7 mandatory courses in this module familiarize students with these methods, and provide practical training in their use and application.
- **Component III (SHSS Electives and Language Courses):** The ISS-curriculum goes beyond social science transdisciplinarity to create links to 'neighboring' disciplines in the humanities and social sciences. ISS-students take a total of 6 - 8 so-called elective courses from all undergraduate programs in the SHSS. Additionally, students may take up to four language courses.
- **Component IV (Transdisciplinary Courses):** The ISS-curriculum builds two bridges to engineering and science. ISS-students take elective courses from the offerings of Engineering and Science as well as so-called University Studies Courses (USCs). University Studies Courses are a specialty of Jacobs University. They are taught jointly by one professor of each of the two Schools on a topic linking the social sciences and engineering or the sciences. In total each student must take six transdisciplinary courses during the course of their studies.

The four components can be visualized as forming concentric circles (see figure 1). The first two components constitute the core of the ISS-curriculum. They comprise what students must know, substantively and methodologically,

in order to qualify as an ISS-major. They have a fixed and highly coordinated modular structure. Students are informed in advance which courses they should take in which semester. As a result, both students and instructors can rely on a basic level of knowledge in any given course.

Figure 1: Architecture of the ISS-curriculum



The other two components encircle this core. Their organization is less strict and leaves more room for choice. The humanities and psychology component gives ISS-students the opportunity to explore links to disciplines such as history, art and literature, and psychology, but does not regulate which courses the students take from these fields. Likewise, the engineering and science component brings ISS-students in contact with disciplines such as

mathematics, astrophysics or chemistry, but leaves it to them to decide which of these fields they will explore in elective and University Studies Courses.

In conclusion, the structure of the ISS-curriculum reflects the philosophy that an undergraduate program in the social sciences should avoid specialization at too early a stage. Giving students an adequate understanding of the complex dynamics of contemporary societies requires a program of courses that interweaves different disciplinary perspectives, conveys a sound understanding of methodologies, and is enriched by familiarity with the humanities and engineering and science. The ISS-curriculum is designed to achieve this purpose.

II. Organization

This section provides information on the organizational principles and procedures of the ISS-curriculum.

1. Formal requirements

The minimum of 36 courses in the ISS-curriculum lead to a BA degree after three years (i.e., six semesters). Most courses count 5.0 ECTS credit points. Hence, 180 ECTS credit points are needed to obtain the BA degree in ISS. Compared with other grading systems, Jacobs University's grading scheme looks as follows:

Table 1: Jacobs University Grading Scheme

Jacobs University Numerical Value	European Credit Transfer System (ECTS)	American Grade	American Numerical Value	Jacobs Univ. GPA
1.0	Excellent (A)	A+	4.33	1.00 – 1.16
1.33 1.67	Very Good (B)	A A-	4.00 3.67	1.17 – 1.83
2.00 2.33	Good (C)	B+ B	3.33 3.00	1.84 – 2.49
2.67 3.00 3.33	Satisfactory (D)	B- C+ C	2.67 2.33 2.00	2.50 – 3.49
3.67 4.00 4.33	Sufficient (E)	C- D+ D	1.67 1.33 1.00	3.50 – 4.49
4.67 5.00	Failing (F)	D- F	0.67 0.00	4.50 – 5.00

For further information on grading regulations, please consult the Jacobs University internet site (<http://www.jacobs-university.de>).

At Jacobs University students may choose to take a double major, or in very exceptional cases, a combined major. It is not possible for students to take a double major in Integrated Social Sciences on the one hand, and any of the following programs on the other hand: International Politics and History, Intercultural Relations and Behaviour and Global Economics and Management. Please see the "Policies and Regulations" on the website for further information.

Furthermore, all undergraduate students are required to complete an internship, normally to be accomplished between the second and third year of study. The internship must last at least two consecutive months. Each student must file a report with the Career Services Center shortly after completion of the internship experience. Information about the internship will be listed on the transcript. For more information on internships see <http://www.jacobs-university.de/career-services/internship>.

Student performance is assessed exclusively within the courses taken. There are no separate final examinations. The requirements for each course are flexible and are specified in advance. For introductory courses, the usual assessment format consists of a mid-term and a final written exam. In more advanced courses, it may include oral presentations, classroom discussion,

position papers or a research paper. The BA thesis is also written and evaluated as part of a specific course. As a matter of policy, there are no courses that require physical presence alone (no *Sitzscheine*).

Students are informed about their grades regularly and quickly. At the end of each semester, they receive a grade report with grades for all the courses they have taken from the beginning of their studies as well as their grade point average for each semester. They also receive a transcript with the final degree. This detailed record is particularly important for students who apply to study programs abroad (e.g. graduate school). Since fall 2003, this system has been replaced by a fully computerized system (campus.net) giving students online access to their grade record.

2. Organization of the coursework

The sequence of the ISS courses leads students from more general to more specific subjects. Each course lasts one semester (14 weeks). Students usually meet twice a week for sessions of 75 minutes. ISS courses, which are offered annually, are made up of 28 sessions. The course content is largely pre-defined by the curriculum. Introductory courses for each module are generally offered as lectures and more advanced courses as seminars. Lab classes constitute an integral element of the methods courses.

Participation in a course requires electronic registration in the preceding semester. Courses can be dropped or added during the first two weeks of a semester. After that deadline, participation is mandatory. Each course has its own site in campus.net with important information such as a short summary of the course content, substantive and formal course requirements, and a syllabus detailing reading material, forms of examination, substantial foci, thematic sequences as well as learning targets. An online discussion forum is available for each course where participants can further discuss class topics or access additional teaching materials. All students need laptops and will have access to a wireless network which allows for flexible use of electronic information resources inside and outside the classroom.

3. Faculty

The ISS curriculum is taught by a faculty that is specifically recruited for this program. The professors are not separated into different departments, such as sociology, political science, etc., but form one integrated faculty. Thus, the transdisciplinary character of the program also extends to the professors teaching it. The present ISS faculty consists of the following Professors:

- Prof. Dr. Matthijs Bogaards, Professor of Political Science
- Prof. Dr. Hilke Brockmann, Professor of Sociology
- Prof. Dr. Gert Brunekreeft, Adjunct Professor of Energy Economics
- Prof. Dr. Jan Delhey, Professor of Sociology
- Dr. Franziska Deutsch, University Lecturer in BIGSSS
- Prof. Dr. Peter Ludes, Professor of Mass Communication
- Prof. Dr. Marion G. Müller, Professor of Mass Communication
- Prof. Dr. Steven Ney, Professor of Policy Sciences
- Prof. Dr. Georg Ress, Professor of International Law
- Prof. Dr. Karen Smith Stegen, KAEFER Professor of Renewable Energy and Environmental Politics
- Prof. Dr. Marco Verweij, Professor of Political Science
- Prof. Dr. Welf Werner, Professor of International Economics

The methods component is taught by additional faculty:

- Prof. Dr. Klaus Boehnke, Professor of Social Science Methodology
- Dr. Karina De Santis, University Lecturer in Statistics and Methods
- Dr. Katja Hanke, University Lecturer for Cross-Cultural Psychology and its Methods
- Dr. Özen Odag, University Lecturer in Methods

- Prof. Dr. Margrit Schreier, Professor of Empirical Methods in the Humanities and Social Sciences
- Prof. Dr. Colin Vance, Adjunct Professor of Quantitative Methods
- Prof. Dr. Adalbert FX Wilhelm, Professor of Statistics

III. Content

This section describes the content of each of the four ISS-components in detail.

1. Core Component I (Social Sciences)

1.1 Structure

The social sciences component lies at the core of the ISS-program. All courses in this component are mandatory. The purpose of the component is to give students a solid grounding in the most important theories, concepts and findings in sociology, political science, mass communication, and economics. This is achieved not by teaching each of the disciplines in isolation, but by integrating them in addressing a common research concern. Reconstructing how each of the four disciplines conceptualizes the contradictory dynamics of fragmentation and integration operating within and across contemporary societies, the courses in this component alert students to differences and similarities in disciplinary approaches, as well as to comparative analytical strengths and weaknesses. The goal is not to make the students specialists in a particular discipline, but to prepare them to apply the appropriate tools from different disciplinary toolboxes when working on cross-cutting analytical problems.

The common research concern integrating the courses of this component is the processes of social integration and fragmentation operating in contemporary societies. These processes are conceived along two different dimensions. In a structural dimension, some courses in this component analyze the institutional frames, organizational infrastructures, and socio-economic relations which integrate societies top-down, as well as the dynamics of institutional change, organizational adaptation, and socio-

economic transformation which tend to undermine this integration. Four courses focus specifically on social and economic structures and transformations at the national level (Module I: Analyzing Social & Economic Systems). Four other courses concentrate on patterns of political governance and processes of globalization and internationalization (Module II: Internationalization of Governance).

In a cultural dimension, courses examine how symbol systems, communicative networks, value orientations, and civic communities integrate societies bottom-up, and how processes of symbolic innovation, network reconfiguration, and value change may weaken this integration. Three courses concentrate on the role that the media play in integrating and fragmenting communities (Module III: Information and Knowledge Society). Four others focus on civic culture, social capital and other determinants of mass attitudes and individual behavior (Module IV: Civic Culture and Civil Society).

Table 2 summarizes the structure of the Social Sciences Component.

Table 2: Core Component I (Social Sciences)

<u>General Problem</u> Dynamics of Integration and Fragmentation within and between Societies			
<u>Structural Dimension</u>		<u>Cultural Dimension</u>	
Module I: Analyzing Social & Economic Systems	Module II: Internationalization of Governance	Module III: Information and Knowledge Society	Module IV: Civic Culture and Civil Society

1.2 Modules and Courses

Module I: Analyzing Social and Economic Systems

Semester: 2 - 6

Frequency: yearly

Credits: 20 ECTS

The courses in this module analyze the basic social and economic structures that keep society together. The focus is on social institutions and social inequalities on the one hand (courses 1 and 3), and on economic markets on the other (courses 2 and 4). Thus, the module forms the first part of the development, on part of the students, of a deeper, transdisciplinary insight into the fundamental structures of society. In this module, as in the others, students move from lecture-based courses, in which they are introduced to

basic concepts, methods and theories, to seminars in which they discuss and apply theoretical approaches and test and formulate hypotheses in their own research projects. The latter are undertaken in small teams or individually.

930 101 Social Structure and Social Processes

Type: Lecture

Semester: Spring 1 / Semester II

Credits Points: 5 ECTS

Content:

This introductory lecture looks at basic patterns of social relations and analyzes the conditions of their stability, reproduction and change. In particular, it investigates social inequalities based on class, race and gender, deals with the issues of demographic transition, collective action and social conflict, and analyzes central social institutions such as the family, the labor market, the educational system and religion.

Didactic means:

Beyond the procurement of substantive knowledge, the lecture seeks to improve students' research, critical reasoning, presenting, writing, debating and collaborative skills. A broad variety of research material (classical writings, peer-reviewed research articles from leading journals, official reports, and empirical data sources) introduces the students to a great variety of scientific sources. Each week, the lecture begins with a 30-minute interactive presentation (i.e., with integrated discussion points), in which the instructor elaborates on the main readings and the week's subject matter more generally. This is followed by a 15-minute interactive presentation by a student or group of students, and a concluding 30-minute class discussion. Furthermore, students are asked to hand in homework, consisting of a short review of one of the listed readings. A prompt feedback by the instructor improves their ability to learn how to filter relevant information from scientific literature. Student's evaluations of each reading help the instructor assess the utility of used sources. At the end of the course two students' debates, in

which the pros and cons of globalization and population aging are discussed, motivate even the more timid students to interact and co-operate in a multi-cultural classroom setting. The course ends with a final exam for which a tool-kit is handed out.

930 201 Introduction to Economics

Type: Lecture

Semester: Fall 2 / Semester III

Credit Points: 5 ECTS

Content:

This lecture introduces students to the institution of the market. It reconstructs the micro-logic of market exchanges at the level of individual market participants (microeconomics), analyzes the resulting macro-patterns at the level of market aggregates (macroeconomics), and looks into the role that governments play in defining, shaping, and destroying market relations.

Didactic means:

The teaching and examination methods of this course are adjusted to facilitate a large number of students with widely differing backgrounds: first to third year students, some with and some without any prior knowledge in economics, and some with advanced and some with no mathematical skills. The lecture, extensively using power-point, is supported by selected chapters from well-known and internationally acknowledged textbooks. Apart from introducing basic economic theory, selected topical case-studies, mainly taken from the media, illustrate the theory, deepen understanding and develop critical thinking. Therefore the course is largely non-technical. The course aims to teach the basic economic concepts and key steps of economic thinking to non-economists as most students will not or hardly have more economics classes. Examination follows standard patterns and checks whether students prepared their homework.

Students who successfully complete this course will not receive credits towards the 180 ECTS-credits required for the BA degree from the courses

Microeconomics (032 101) and Macroeconomics (031 102). These courses are mutually exclusive due to comparable content.

930 321 *Firms and Markets*

Type: Lecture
Semester: Spring 2 / Semester IV
Credit Points: 5 ECTS

Content:

This seminar continues the analysis of the market. It asks why in market economies, not all economic transactions take place within the market. Why are some transactions moved outside of the market and coordinated hierarchically within business firms? The seminar examines both the internal organization and management of business firms and their external behavior. The topics covered include the economics of transaction costs, agency theory, elementary game theory, competitive advantage, strategy formation, and strategic pricing.

Didactic means:

The course looks at management functions in general but also provides students with more detailed information regarding strategic management, marketing, human resource management and production. Furthermore, students learn how to read and interpret a balance sheet and a profit and loss statement, they will also get to know basic financial instruments that are used for raising capital and learn how to make investment decisions. To achieve a balanced picture of firms and markets, the overall analytical approach is driven by insights from economics, sociology and philosophy. Students are asked to organize themselves into small groups of four to six students. Each group gives a presentation of a case, which is assigned in advance. The exam focuses on the lectures and the case presentations.

930 302 Social Inequality

Type: Seminar

Semester: Fall 2 / Semester III

Credit Points: 5 ECTS

Content:

Societies are characterized by different patterns of social inequality, which give rise to specific social conflicts and patterns of solidarity. This seminar analyzes how inequalities in the distribution of resources and 'life chances' come about and how they are reproduced or attenuated. It also examines the social consequences of inequality in terms of both social conflict and social solidarity. The seminar involves descriptive questions about actual levels of social inequality in contemporary societies, as well as normative questions about what levels and types of inequalities may be legitimate or just.

Didactic means:

In the first half of this seminar students' knowledge of key topics and theories of social inequality is expanded with the help of primary scientific literature. In the second half, students prepare presentations on specific topics for which they independently undertake a literature search. The main goals are to learn how to prepare for such a session and how to teach to an audience. Students further learn to find and interpret inequality-relevant data, e.g. from sources such as the World Bank. Finally they are introduced to key international social surveys, which are valuable data sources for comparative inequality research.

Module II: Internationalization of Governance

Semester: 1 - 6
Frequency: yearly
Credits: 20 ECTS

This module analyzes the political governance structures of society and the impact of economic globalization on these. Thus, the module completes the students' understanding of the fundamental structures that bind and fragment societies.

910 101 Comparing Political Systems

Type: Lecture
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

Content:

The nation state is the central governance structure in contemporary society. Combining abstract reasoning and empirical case studies, this lecture introduces students to patterns and problems of state organization. It starts with a comparison of authoritarian, totalitarian, and democratic regimes. It continues with a review of central features of democracies, such as political parties, electoral systems, executive-legislative relations, federalism, and constitutional review, and ends by looking into transitions to democracy in Eastern Europe and elsewhere.

Didactic means:

The aim of this introduction to comparative politics is to familiarize students with political institutions and processes of macro-political change, especially democratization. The format of the course and its place in the curriculum to a large extent shape the way this course is taught. The lecture is interactive with ample opportunity for students to ask questions, pose comments, and react to each other. Regularly, in-class exercises are organized in which small groups

of students discuss a particular issue before reporting back to the class. Every year, the reading list is changed substantially, but it always contains a mix of chapters from textbooks and original research, normally articles from international peer-reviewed journals. Diverse assessment modes are used to stimulate and reward different learning styles. In addition to two more classical exams, students have to write a paper in which they compare two measures of democracy for one country. Thus, they can immediately apply their newly acquired theoretical knowledge in a empirical, comparative study of democracy. The assignment on measures of democracy is closely linked to the research of the instructor, thereby promoting research-led teaching.

910 102 *International Institutions*

Type: Lecture
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

Content:

This course introduces students to the field of international relations and focuses on how states attempt to cooperate with each other to address significant global issues, such as climate change, human rights, weapons proliferation, poverty, disease and international conflict. In this course, students will gain a theoretical and practical understanding of why states create international organizations (IOs) and the challenges of global governance. We will examine the historical origins, functions, effectiveness of and controversies surrounding several international organizations, including the United Nations (UN), the North Atlantic Treaty Organization (NATO), the World Trade Organization (WTO), and the International Energy Agency (IEA). Upon completion of the course, students should be able to think critically about both the nature of the problems facing states today and how states respond.

Didactic means:

The course serves four basic learning aims. First, it improves students' knowledge of basic theories and issues of international relations. It does so by offering students an introduction to key concepts and by reviewing the structure and history of major international organizations in the fields of security, trade and money. The final exam, covering the contents of the entire course, is an important incentive for students to acquire this knowledge. Second, the course improves students' writing skills. All students have to write an essay. The essay assignment is prefaced and prepared by a special section on how to write a research paper. All students get written and oral feedback on their work by the instructor or teaching assistant. Furthermore, the lecture expands students' analytical skills. Class room discussions are used to socialize students into applying abstract theoretical concepts to the description and analysis of specific historic or institutional constellations. The aim is to create a culture of trial and error that allows students to try risky arguments without fear of losing face. Last, the lecture sharpens students' debating skills. The course contains a 'British Parliamentary style' debate on a topic related to the contents of the class.

910 301 *International Economics*

Type: Lecture

Semester: Fall 3 / Semester III

Credit Points: 5 ECTS

Content:

The economic space of the market and the political space of the nation state have never coincided perfectly and the process of globalization has increased the gap. This lecture looks at the economic factors driving this process, in particular at the determinants of international trade, international factor movements, and the foreign exchange market. It examines the emergence of multinational corporations, and analyzes their role in international markets and

national politics. It also considers the interaction between global markets and national development.

Didactic means:

In this course students are not only confronted with chapters from leading textbooks and journals, but also with articles from weeklies and dailies and with official statements and communiqués of diverse national and international institutions. Inter-active lectures are complimented by group exercises, student presentations, case studies, short research papers and regular home work in the form of “readings”, “problems” and “prove your knowledge questions”. Students are encouraged to use electronic discussion forums and interactive resources that are made available to them on CampusNet, the university’s electronic communication platform. Exams focus on a solid factual knowledge about the world economy and on problem-solving skills that allow students to apply theories and the results of empirical studies to real world challenges.

Students who successfully complete this course will not receive credits towards the 180 ECTS-credits required for the BA degree from the courses *Microeconomics (032 101)* and *Macroeconomics (031 102)*. These courses are mutually exclusive due to comparable content.

910 202 Democratic Governance

Type: Seminar
Semester: Spring 3 / Semester VI
Credit Points: 5 ECTS

Content:

Democracy is both a normative ideal and an empirical type of political governance. This seminar explores both dimensions. It is divided into three parts. The first part, “What is democracy?”, deals with conceptual foundations and the most important structural properties of democracies: the principles of representation and majoritarian rule. The second part, “The performance of

democracies?”, is devoted to the achievements and shortcomings of democratic systems in terms of conflict management, welfare maximization and international peace. The last section, “Challenges to democracy”, deals with the most important contemporary problems of democracy such as globalization, societal fragmentation and the issue of universalism.

Didactic means:

This seminar is designed to help students think about democracy and its challenges. The key text has been the Robert Dahl’s “Democracy and Its Critics” because this book is written in a reflective and discursive style that helps to stimulate students’ intellectual engagement. It is supplemented by a varying set of publications by other leading scholars on themes at the frontier of the literature on democracy. Because this is a third year course, taught in what for almost all students is their final semester at Jacobs University, it is pitched at a rather high level. The mode of assessment is diverse and is designed to stimulate reading, active class participation, independent research, and presentation and writing skills. Feedback on the presentation is provided by using a grading scheme that is supplied in advance. The final product is an individual paper on a topic chosen by the student him/herself.

Module III: Information and Knowledge Society

Semester: 2 - 5
Frequency: yearly
Credits: 15 ECTS

Communication is the basis of every social interaction. In modern societies it is increasingly performed in a highly organized and technologically mediated fashion. The courses in this module help students analyze how this influences the content of the communication and the effect that this communication has

on society. As such, this module forms the first part of the cultural understanding of societies that students will have to acquire.

940 101 *Mass Media and Network Communication*

Type: Lecture
Semester: Spring 1 / Semester II
Credit Points: 5 ECTS

Content:

Mass media and communication networks permeate almost all aspects of contemporary societies. This lecture provides an overview of the more traditional forms of one-to-many communication by mass media and the more recent forms of one-to-one and many-to-many communication facilitated by new technologies, such as the internet. It introduces students to key issues and concepts in communication science, and reviews 'classic' studies in order to illustrate the co-evolution of media systems and media theory.

Didactic means:

In this lecture, students are introduced to the main concepts and theories of mass media and network communication with the help of several leading texts. Through class debates, individual presentations, empirical applications and short exam essays, the multicultural communication competencies and analytical skills of the students are increased.

940 201 *Comparing Mass Communication Systems*

Type: Seminar
Semester: Spring 2 / Semester IV
Credit Points: 5 ECTS

Content:

The production, distribution, presentation, and use of media is an important determinant of the size, density, development, innovative energy and

adaptability of human groups, societies and cultural zones. Although modern media transcend national borders, distinct national and regional media cultures remain. This seminar compares media cultures across the major regions of the world: Europe, the United States, Latin America, Africa, and the Asian Pacific. It analyzes the structural setting of mass communication systems, and examines their cultural forms and content.

Didactic means:

The central didactic goal is to teach students how to use comparison as a social scientific method, enabling them to apply this method to various mass communication systems on a global scale. Every session is taught in two parts – a lecture by the instructor familiarizing students with three related key concepts in comparative communication research, followed by the presentation of student projects where they apply the comparative methodology developed with respect to Western media systems to hitherto under researched mass media systems in the Non-Western world. Throughout the course all world regions are covered. Students are encouraged to adapt, improve and revise the existing models and explanations and develop solutions on their own for better understanding mass communication systems through international comparison. Assignments include a team presentation comparing at least two mass media systems from the same world region, a midterm exam testing the acquired theoretical knowledge, a final poster session in which all countries presented in the seminar can be compared and the weekly development of an individual research question pertaining to the three key concepts of the respective week and connecting it with the mass media systems presented in the same week. Particularly this last assignment, which is part of the “active participation” grading, encourages students to practice the development of research questions, a skill highly relevant for their final task of writing a BA-thesis in their 3rd year of study.

940 301 Information and Knowledge Society

Type: Seminar

Semester: Fall 3 / Semester III

Credit Points: 5 ECTS

Content:

Knowledge enables social actors to act competently in complex environments. It exists in many different forms ranging from common sense, to scientific laws and artistic expression. The process of knowledge creation and diffusion raises questions of accuracy, reliability, innovativeness and social acceptance. How these questions are addressed depends in large part on the available means of information distribution and communication. This seminar familiarizes students with theories and empirical evidence from this relatively new area of inquiry.

Didactic means:

In this seminar, the various social and political theories that address the impact of mass and network-mediated information in contemporary societies are discussed first. This then allows the students to apply these theories empirically, and to present and discuss their findings in class. Each of the students participates in two group presentations, and an individual one, while the final exam has to be written in the form of short essays. A web-conference with colleagues and students from the United States discusses 'Information Shifts: Challenges for New Professions'.

Module IV: Civic Culture and Civil Society

Semester: 1 - 4
Frequency: yearly
Credits: 20 ECTS

This module focuses on the civic values, symbolic identities, and public attitudes that create social capital, and help citizens to develop a sense of belonging. The courses ask whether secular trends such as globalization and individualization destroy social capital and community bonds, or simply reconstitute them at a different level. This module therefore completes the students' grasp of the cultural forces that integrate, differentiate and split contemporary societies.

920 102 *Mass Beliefs and Democracy*

Type: Lecture
Semester: Fall 1 / Semester I
Credit Points: 5 ECTS

Content:

The lecture introduces students to the determinants and effects of mass beliefs and attitudes. Drawing on milestone studies of civic culture as well as recent evidence from the World Value Survey, the course considers whether the factors that structure and shape mass beliefs are universal or culture specific in character. It also examines secular trends in value change and attitudinal predispositions and how these affect the effectiveness and legitimacy of democracy in contemporary society.

Didactic means:

The lecture follows a dialogical approach to teaching. Students are encouraged to raise questions, make comments, and engage in discussions during lecture sessions. They also have the opportunity to pursue small research projects, either individually or in groups, and to present and discuss

their results in class. A course internet platform is used intensively for the distribution and storage of reading material, further links and data, and is also used as a discussion forum outside class. Lecture material, with lots of visualizations, is presented using powerpoint and other media technology and made available online on the course internet platform. Skype technology is used here and there to have experts from abroad talk in real time in the seminar.

930 102 Civic Networks and Social Capital

Type: Seminar

Semester: Spring 1 / Semester II

Credit Points: 5 ECTS

Content:

The market, the state, and the other macro-institutions discussed in modules I and II are embedded in social structures at the micro-level. This seminar examines the importance of personal trust, relational networks, and social capital for the functioning of the larger structures of society. It explains how apparently 'good' structures can fail in the absence of adequate social support, and how, on the basis of civic networks and social capital, citizens can work around, and change apparently 'bad' structures.

Didactic means:

In this seminar students work in groups on small research projects and are offered opportunities to present in debate-format what they have worked on. These proceedings are minuted and moderated, again by students, and rounded up by the instructor into tentative conclusions. Material documenting these sessions, with links to additional sources of information, is posted on the course internet platform. Students also use this platform as a discussion forum among themselves. For presentations, they are encouraged to use powerpoint and other media technology. Skype technology is used here and there to have experts from abroad talk in real time in the seminar.

920 201 Culture and Society

Type: Seminar

Semester: Fall 2 / Semester III

Credit Points: 5 ECTS

Content:

Culture is an important source of both, social integration *and* disintegration. On the one hand, it provides unified symbolic frames and shared normative and cognitive understandings. On the other hand, its production is a highly contested terrain, prone to change and innovation. This seminar looks at culture from both angles. It examines the dynamics of symbolic and objectified meaning production, and analyses how culture affects, and is in turn affected by, social conditions and political institutions.

Didactic means:

One goal of the seminar is to expand students' knowledge of key topics and theories about the interplay between culture and society. The seminar also seeks to further develop their presenting, research, writing and teamwork skills. After being introduced to the major classical and contemporary theories, students read, present and discuss research papers which put these theories to an empirical test and/or develop them further. Original scientific literature is used for this, and the presentations involve independent literature searches. Special sessions are devoted to discuss how to do research on the course topics, and for that purpose the students scan through questionnaires from international survey programmes. During the second half of the course, and parallel to the classes, the students develop their own small-scale quantitative research project (group work), supported by the instructor. During the last two weeks the groups present their research design and preliminary results in class. After the instructor's and fellow students' feedback, the groups then proceed to write a final paper of approximately 4,000 words on the same topic.

920 112 Social Movements and Political Participation

Type: Seminar

Semester: Spring 2 / Semester IV

Credit Points: 5 ECTS

Content:

This course introduces students to the history, theory and current impact of social movements. It explores the claims, actions, forms, causes and consequences of the main social movements during the last few centuries. It critically discusses past and current theories of social movements, including Relative Deprivation Theory, Resource Mobilization Theory and Frame Analysis. As it is hard to fully comprehend social movements without understanding their main rivals and allies in the political arena (such as political parties, interest groups and bureaucracies), the seminar also focuses on the rationales and ways of organising of these other social forces. During the last four weeks, the roles of social movements and their opponents are analysed in a variety of the major issues of today, including climate change, globalization and anti-poverty efforts, and Islamic fundamentalism.

Didactic means:

Besides expanding students' knowledge of the history and theory of social movements, the seminar also seeks to further develop their research, debating, presenting and writing skills. During the first ten weeks of class, the students read, discuss and compare a variety of theories of social movements and political participation. Only primary scientific literature (and not handbooks) is used for this. In order to offer the students an overview of some of the major social movements of the twentieth century, and to allow them a better basis from which to evaluate social movement theories, parts from documentaries (on the civil rights' movement, the women's movement, and the gay movement) are shown. During the last four weeks, students present and discuss the results of their own research project, in which they analyse the emergence, rise, political impact and decline of a particular social movement with the help of the theories learned in the previous ten weeks.

After the instructor’s feedback, they then proceed to write a final paper of some fifteen to twenty pages on the same topic.

2. Core Component II (Methods and Statistics)

2.1 Structure

While the Core Component I (Social Sciences) examines common themes and theories in sociology, political science, mass communication, and economics, the Core Component II (Methods and Statistics) focuses on common methodological approaches and research techniques. The aim is to enable students to design, conduct, evaluate and present empirical research in the social sciences. To this end, the courses in the methods component provide students with a sound understanding of the concepts and assumptions behind specific methods and research techniques, as well as practical experience in the application of these methods and techniques. Lab classes are an integral part of the coursework.

Table 3: Core Component II (Methods and Statistics)

<p><u>General Problem</u></p> <p>Designing, Conducting, Evaluating and Presenting Empirical Research</p>		
<p>Module I: Practical Scholarly Skills</p>	<p>Module II: Research Methods and Techniques</p>	<p>Module III: Research Concepts and Methodologies</p>

The methods component consists of 7 mandatory courses organized into three modules. Each module focuses on a different aspect of the research process. The first module concentrates on basic scholarly skills, such as literature searches and retrievals, purposeful reading, summarizing prior

research, and information extraction, and teaches students to present and communicate the results of scholarly work effectively (Module I: Practical Scholarly Skills). The second module introduces students to quantitative and qualitative approaches to research design, information collection and processing, and enables them to choose and apply appropriate analytical techniques to empirical data (Module II: Research Methods and Techniques). The third module examines different methodologies, and their underlying concepts and rationales. It addresses issues of data reliability and concept validity, and alerts students to the assumptions implicit in different research methods and techniques (Module III: Research Concepts and Methodologies).

Table 3 summarizes the structure of the Methods Component.

2.2 Modules and Courses

Module I: Practical Scholarly Skills

Semester: 1 - 6

Frequency: yearly

Credits: 10 ECTS

Learning Outcomes:

Proficiency in finding, evaluating and assessing reliable and relevant academic sources

Competence in locating, evaluating and assessing reliable and relevant qualitative as well as quantitative data

Mastery of relevant practical skills

Mastery of rhetoric and presentation skills

Competence in selecting, developing, and addressing a research question

Competence in scholarly writing

Understanding of and adherence to the ethical principles of academic conduct

Content:

Practical scholarly skills are learned and acquired throughout the duration of the studies. The two courses in this module provide an explicit frame for this continuous learning process. The first course starts with a mandatory component in the first semester that introduces the fundamental principles and procedures of scientific inquiry and scholarly work. Students will learn the criteria, formats and means to find, assess and evaluate academic sources as well as data. They will be enabled to see the common grounds in this respect shared by the individual disciplines and also learn the aspects that are characteristic for the individual disciplines. The content of the core component is selected in such a way that students receive a common basic training to successfully engage in academic work on the undergraduate level and adhere to the principles of academic integrity. Throughout all six semesters of the program students then can choose from different workshop options equipping students with career related practical skills.

The second course, taught in the last semester, focuses on the skills involved in generating, presenting and communicating research results, and assists students with designing and conducting their first independent research project, the baccalaureate thesis.

In this module students acquire the necessary practical scholarly skills to enter successfully either upon graduate studies or the labor market.

990 100 Academic and Professional Skills

Type: Modules

Semester: Fall 1 / Semester I

Credits Points: 2.5 ECTS

"Academic skills in a nutshell: an introduction to preparing an academic paper" introduces students to the basic principles and procedures of scientific inquiry. In a two-day weekend workshop, students will learn about the requisites of preparing an academic paper (gathering literature, citing and referencing appropriately, avoiding plagiarism, etc.). This will train them for

academic life at the university level and enable them to feel at ease with the formalities of academic writing throughout their studies. Upon successful completion of the course students will be awarded 1 credit toward the overall APS module credit.

The elective credits in the APS module cover a wide range of professional, academic, coping, and interpersonal skills. Workshops are offered by the academic units of Jacobs University, by Career Services, the Information Resource Center, the Counseling Center, Financial Services, and more. The university publishes a schedule and description of upcoming elective credits at the start of every semester. Students are able to choose workshops tailored to their needs and wishes (to a total of at least 1.5 credits).

990 301 Bachelor Thesis Seminar

Type: Seminar

Semester: Spring 3 / Semester VI

Credits Points: 7.5 ECTS

The purpose of the course is to guide students through the process of writing their baccalaureate thesis. The seminar serves as a source of technical advice and as a forum for the discussion of problems encountered in the writing process. It also trains students to review, critically assess and discuss research projects.

Classes are kept small and are organized around related topics of the baccalaureate thesis. Each group is instructed by a regular faculty member and will meet in at least *four workshops* organized around the following topics:

1. Brief review of research design issues
2. Developing a research question and writing a research proposal
3. Discussing and improving the research proposal.
4. Presentation of progress report.
5. Presentation and discussion of main scientific contribution of thesis.

The baccalaureate thesis is intended to demonstrate mastery of the contents and methods of the major. Topics for the baccalaureate theses will be developed by the students in close cooperation with their thesis supervisors. The thesis must be at least 6,000 words and not longer than 7,000 words, including footnotes. This does not include the title page, student declaration, abstract, table of contents, bibliography, and appendices.

Module II: Research Methods and Techniques

Semester: 1 - 3

Frequency: yearly

Credits: 15 ECTS

Learning Outcomes:

Knowledge about fundamental principles and procedures in empirical research

Profound knowledge of the empirical research process

Familiarity with the main procedures for data collection

General knowledge of data analysis approaches and techniques

Profound knowledge of basic statistical techniques to explore relationships and compare groups

Familiarity with statistical software

Content:

The three courses in this module serve as an introduction to the empirical research process and its different qualitative and quantitative research methods. They generate familiarity with the empirical research paradigm and the empirical research process common to all scientific disciplines. The full spectrum of data collection approaches and techniques is discussed bridging the traditional qualitative and quantitative methods divide. An important aspect is the discussion of different approaches and criteria for assessing the quality and the soundness of empirical research, such as representativity, objectivity,

reliability and validity. The courses include rigorous training in the selection, application and interpretation of different analytical techniques fostered by practical training with state-of-the-art software for analysis purposes.

990 111 Introduction to Empirical Research and Research Design

Type: Lecture

Semester: Fall 1 / Semester I

Credits Points: 5 ECTS

This is an introductory lecture on the basic problems and strategies involved in data collection in the social sciences. It explains how quantitative and qualitative researchers acquire their data. It gives an overview of basic approaches to empirical research, such as field studies, case studies, longitudinal research, cross-cultural comparisons, and non-reactive studies. The course also discusses sampling strategies and research techniques, including surveys, observation, experiments, and narrative interviews.

The theoretical concepts and paradigms are introduced by presenting real-world research projects and following a case-oriented approach. A first short introduction to methods of statistical analysis in empirical research is offered in this lecture as well. To foster the practical experience with empirical research students are offered the opportunity to gain partial course credits by volunteering as participants in experiments in the social and behavioral sciences.

990 102 Statistical Methods I: Exploring Relationships and Comparing Groups

Type: Lecture / Lab

Semester: Spring 1 / Semester II

Credits Points: 5 ECTS

This course extends the discussion of quantitative methods beyond the introductory level. It reviews some exemplary pieces of quantitative research in the social sciences in order to explain basic statistical concepts and examine their potential and limitations. The topics covered include descriptive

statistics, hypothesis testing, regression and correlation, and analysis of variance. The course is equally divided between lecture and lab sessions. During the lab sessions, the tools and concepts discussed during the lecture sessions are applied to real life data sets. The course also serves as a basic training in the statistics software SPSS. Lab classes are run with small student numbers to ensure optimum supervision and learning outcome. In regular homework tasks students will work in teams to apply their acquired knowledge to typical data analysis situations.

Students who successfully complete this course will not receive credits towards the 180 ECTS-credits required for the BA degree from the course *Statistical Methods and Data Analysis (990 121)*. These courses are mutually exclusive due to comparable content.

990 201 Statistical Methods II: Classification, Modeling, and Prediction

Type: Lecture / Lab

Semester: Fall 2 / Semester III

Credits Points: 5 ECTS

This course builds on discussion of quantitative methods in Statistical Methods I. It focuses on multivariate statistical methods, in particular regression analysis, factor analysis, principal component analysis, and cluster analysis. The general objective is to make students intelligent users of the various multivariate statistical methods and enable them to make sensible decisions about when to use which procedure. This course, like the previous one, is divided into lecture and lab sessions. The lectures discuss the theoretical aspects of the different methods. The lab classes teach students how to run the relevant procedures in SPSS, how to interpret the computer output and how to effectively communicate the results of statistical analyses.

Students who successfully complete this course will not receive credits towards the 180 ECTS-credits required for the BA degree from the course *Statistical Methods and Data Analysis (990 121)*. These courses are mutually exclusive due to comparable content.

Module III: Research Concepts and Methodologies

Semester: 3 - 6

Frequency: yearly

Credits: 10 ECTS

Learning Outcomes:

Profound understanding of the logic underlying selected research designs

Practical experience in implementing comparative designs

Practical experience in designing and implementing inductive research designs

Ability to derive theoretical constructs from empirical observations

Ability to develop suitable measurements of theoretical constructs

Ability to develop instruments for data collection and data analysis

Ability to evaluate empirical results in terms of underlying theories and concepts

Ability to evaluate empirical results in the context of empiricist and interpretivist research designs

Content:

The three courses in this module are concerned with the fundamental logic and underlying rationale of different social science methodologies, focusing on the interrelation between research question, design, methods for data collection and analysis, and the evaluation of the research process and the results. This enables students to evaluate research carried out by others as to the appropriateness of the various components and the quality of the results. Moreover, students are also equipped with the skills for developing their own research question, selecting a suitable design and research methods and for critically evaluating the results of their own research. The distinctive

contribution of this module consists in the integration of methodological expertise and practical research skills.

While the first course is mandatory, students may choose among the other two. More quantitatively oriented students can take a seminar on 'Secondary Data Analysis'. Qualitatively oriented students may opt for 'Qualitative Research: Methods and Methodology'.

990 211 The Logic of Comparative Research

Type: Seminar

Semester: Fall 2 / Semester III

Credits Points: 5 ECTS

Empirical research in the social sciences is inherently comparative; we learn by observing variability in social phenomena and from developing theories and collecting data to test hypotheses about their causes. This course will cover three broad themes relevant to comparative research: survey methodology, questionnaire development, and data analysis. Cross-cutting these themes, the course examines the problems and potential of historical-comparative research. It looks at the various levels at which comparisons can be conducted, for example, comparisons at the individual and at the group level. The main focus is on exploring how important variables, such as gender, age, race, society, culture, ethnicity, nationality, media systems, historicity are used in comparative research. The course also examines the special methodological concerns that arise when taking these factors into account. The course is set up in a seminar style including practical elements to foster competence in the application of empirical data collection process. In the team projects a strong emphasis is put on the cultural diversity of the student body in class that vividly illustrates the importance and challenges of any cross-national or cross-cultural comparison.

990 202 Qualitative Research: Methods and Methodology

Type: Seminar

Semester: Spring 2 / Semester IV

Credits Points: 5 ECTS

Qualitative research is concerned with meaning – for instance, the meaning that events have for people, or the meaning of written texts or works of art. By applying qualitative methods, researchers seek to obtain an in-depth understanding of these meanings. The course examines the methodological foundations of qualitative research, introduces purposive sampling strategies that are especially suitable for an in-depth discovery of meaning, discusses how researchers from the humanities and social sciences acquire their data (for instance through interviews, focus groups, or observation), and reviews methods for the analysis of qualitative data (such as: various types of coding, content analysis, discourse analysis, visual analysis). Special emphasis is placed on examining the ‘quality of qualitative research’, including the extent to which the traditional criteria of objectivity, reliability, and validity can be applied. The course is held in part as a seminar and in part as a lab where students apply the methods to data from their own fields of study.

During the lab sessions, students are required to participate in and report on activities involving the application and trying out of selected methods. Also, students will develop, carry out, and report on small group research projects, fostering the integration of methodological knowledge about methods and designs with practical expertise in applying these methods. Lab sessions are run with small groups to ensure optimal supervision of research projects.

3. Component III: SHSS Electives and Language Courses

In contrast to the two highly standardized and modularized core components, this third component of the ISS-curriculum is more flexible and offers students more room for choice. The disciplines covered – all SHSS courses from the undergraduate programs – are of obvious interest to social scientists. History illuminates the historical roots of contemporary societies (path dependency). An education in the history and theory of art and literature helps one to

understand the meaning and social significance of cultural phenomena. integrated social and cognitive psychology provides insights into patterns of human thinking and behavior, that the social sciences do not cover, but which have significant effects on and are in turn affected by social conditions.

This component offers students the opportunity to explore some of the links and complementarities between the social sciences, the humanities and psychology. While students are encouraged to take a broad range of courses, and to sample courses from fields that do not immediately appeal to them, they are free to set their own priorities.

For further information on the courses available in this component, please check the courses on Jacobs University's internet site (<http://www.jacobs-university.de>).

4. Component IV: Courses in Engineering and Science and University Studies Courses

The links between the social sciences and engineering and the natural sciences are less numerous and less apparent than the links to the humanities. However, University Studies Courses such as 'From Cell to Community: How to Understand Animal and Human Societies' or 'Mathematics and Democracy' show that such linkages do exist and are important. These special transdisciplinary courses are extremely popular among students because they confront and couple remote disciplinary perspectives and thus lead to surprising insights. Students can choose from a varying menu of University Studies Courses. For a current listing please see Jacobs University's internet site (<http://www.jacobs-university.de>).

In addition to the University Studies Courses, students must take elective courses in Jacobs University's engineering and science programs, such as mathematics, physics, or computer science. These courses provide them with insights that can sometimes be applied surprisingly well in their own fields of study. They also expose the students to a healthy 'culture shock' by forcing them to think like scientists or engineers.

For a listing of the courses offered by Jacobs University's School of Engineering and Science, please consult Jacobs University's internet site (<http://www.jacobs-university.de>).

IV. Job Perspectives and the Graduate Program

The BA degree in Integrated Social Sciences qualifies graduates for international leadership roles in business, mass media and intermediary organizations. Career opportunities include international business consultants, legal assistants, project managers, HR consultants and marketing specialists.

They can also continue their studies in Jacobs University's ISS graduate program.

The graduate programs "Global Visual Communication" and "International Relations" lead to an MA in ISS after two years, and to a PhD, in either sociology, political science, or mass communications, after an additional three years.